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ABSTRACT

The Vocational Services for Displaced Homemakers and Re-entry Women project was developed and implemented at Miami-Dade Community College in Florida in order to respond to the special needs of displaced homemakers as they begin the transition from homemaker to wage earner. Provided during the project were support services to enable displaced homemakers to cope with their new identities, to locate financial resources, to establish a peer support network, and to enhance their self-concept. The model implemented emphasized the importance of recognizing obstacles that the displaced homemaker might experience, whether personal, structural, or institutional, as well as the development of necessary strategies to maximize the opportunities for success. During the course of the project, services were provided to 525 clients in the following areas: nontraditional career information, local job market trends, resume preparation, and network and linkage referral. Based on a followup survey that was returned by 220 of the project participants, the researchers concluded that the project was highly successful in helping displaced homemakers to cope in their new role. (KC)

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FINAL REPORT

Project No. 3-3N31

From 7/1/82 - 6/30/83

# VOCATIONAL SUPPORT SERVICES FOR DISPLACED HOMEMAKERS AND RE-ENTRY WOMEN

Miami-Dade Community College
North Campus
Miami, Florida

Jan Armstrong

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TABLE OF CONTENTS


Page

INTRODUCTORY SECTION

Abstract..... 2

Introduction..... 3

Objectives..... 4

Methods..... 6

FINDINGS & ANALYSIS

Services Delivered..... 9

Evaluation of Woman's Studies Program..... 10

Follow-Up Study..... 12

CONCLUSIONS & RECOMMENDATIONS..... 17

APPENDIX

Student Organizations..... 18

Newsletter..... 19

Woman's Studies Evaluation Questionnaire..... 20

Follow-Up Questionnaire..... 21

Letters to Client..... 22, 23

INTRODUCTORY SECTION

## ABSTRACT

The displaced homemaker is usually a woman who because of separation, divorce, dissertion or death of her spouse finds herself in a new role as head of the household. She is a woman who expected to fulfill solely the role of homemaker and lacks the job skills or work experience to enter the labor market which her new status dictates. She must work to survive.

The "Vocational Services for Displaced Homemakers and Re-entry Women" project was designed to respond to the special needs of the displaced homemaker as she begins the transition from homemaker to wage earner. The project provided support services to enable the displaced homemaker to cope with her new identity, locate financial resources, establish a peer support network and enhance her self concept.

As surviving skills were mastered career planning, employment training and job referral became the focus.

The model implemented emphasized the importance of recognizing obstacles the displaced homemaker might experience, whether personal, situational, or institutional, and developing the necessary strategies to maximize the opportunity for success.

## INTRODUCTION

A displaced homemaker can be defined as a woman usually middle aged or older, who has worked in the home for a substantial number of years giving unpaid service to the family, is not gainfully employed, has no marketable skills, and is no longer supported by income from another family member. This is a woman who expected to fulfill solely her role as homemaker and did not prepare herself for employment outside the home. "Homemaking" was her job. The homemaker becomes "displaced" as a result of separation, divorce, or widowhood. There are an estimated two to three million displaced homemakers in the United States. (1)

Becoming a displaced homemaker represents a life crisis where not only is financial support removed, but emotional support as well. She has lost her previous identity and must begin to build a new life for herself and her family.

Thus, this report outlines the services which are offered to displaced homemakers and women returning to college by the Non-traditional Career Service (Vocational Support Services for Displaced Homemakers and Reentry Women Project) at M-DCC, North Campus. This project is aimed at developing skills and providing training for employment to aid the displaced homemaker's need for financial support while simultaneously offering services which will aid in her emotional development. In this way the displaced homemaker receives career counseling and employment training and at the same time gains a foothold on her new role as head of the household, new student and/or new wage earner. Thus, this project encompasses those areas deemed most critical to the displaced homemaker.

This report details the design of the project from the initial assessment interview through the training component and job referral/placement. However, the project staff and those served by the project attest to the fact that most often the crucial element in determining the success or failure of the displaced homemaker was the support services offered by the project.

For instance, part of the initial assessment includes those areas which may represent barriers to the displaced homemaker entering and remaining in vocational training. If a woman has small children and no one to care for them while she is in school she will be assisted in locating a suitable daycare program. Should finances be a problem she will receive assistance in filling out forms to apply for financial aid (which can be overwhelming to a displaced homemaker who may or may not have managed family finances previously).

For those women who are still in the throes of reconstructing their lives peer support is available through the training classes. Care is taken by the staff at all times to build upon small successes so that confidence grows.

(1, Anne F. Fisher, ed., Women's World:NIMH Supported Research on Women (Washington, D.C.: U.S. Department of Health, Education & Welfare, 1978).

The project has attempted to adapt existing services of the college so that they become easily accessible to the displaced homemaker. A network has been established within the college so that institutional "systems" do not become a barrier. The displaced homemaker is educated by the staff as to college procedures and what is expected of her. This includes procedures for gaining admission to the college, registering, applying for financial aid, etc. The more information the displaced homemaker has the better prepared she is to handle the frustration which may ensue.

Sometimes the support service is "being there" for the displaced homemaker. Many of the women have stated that personal support given at just the right time helped them to overcome a situation and continue to pursue their goals.

Thus, these support services are highlighted in this report and are felt to be an extremely valuable component which gives the program an added dimension of personalized service. As stated before the support model goes hand in hand with the career-employment model. Since lifestyle, education and work issues are intertwined, they must be dealt with simultaneously.

At the same time that the support system was being developed students were receiving on-going services as follows:

BASIC CAREER/EMPLOYMENT MODEL

| Interview | Training | Job Referral |
|---|---|---|
| Counseling | - Vocational Education Classes<br>- Woman's Studies Program (undecided students)<br>- Employment Skills Course | Part-time<br>Full-time |

PROJECT OBJECTIVES

1. To form a network of college personnel working in various administrative areas such as registration, financial aid, counseling and advisement who will become sensitized to the needs of the displaced homemaker and re-entry student in order to combat institutional barriers.

2. To conduct research of scholarships and awards presented specifically to the occupational field (especially non-traditional), economic status and sex in order to provide financial resources to the re-entry student.

3. To conduct research of day-care facilities and after school programs available to dependents of displaced homemakers and re-entry women.

4. To establish student chapters of occupational organizations such as electronics, engineering, etc., in order to establish linkage in vocational non-traditional areas.

5. To implement a course designed to aid displaced homemakers and re-entry students in how to seek employment.

6. To aid in job placement of displaced homemaker and re-entry women through employment counseling and utilization of college placement service.

7. To disseminate information regarding the project to other potential displaced homemaker and re-entry students via a newsletter.

## METHODS

Ongoing services of this project initially revolved around the career/employment model as the support model was being developed. Displaced homemakers were individually assessed according to their skills, education and experience. In addition, assessment was conducted of personal, situational and institutional obstacles which might prevent the displaced homemaker from successfully completing her goals.

Often there were many preliminary support services which needed to be attended to before the displaced homemaker could focus on career exploration. As needs and stress tolerance levels vary, so do basic abilities to cope with new demands being made of the displaced homemaker.

### Learning to Cope with the System

Miami-Dade Community College is the largest community college in the nation. Therefore, institutional policies and procedures which can become obstacles for the displaced homemaker at smaller institutions are greatly magnified due to the large number of students to be served. To facilitate the displaced homemaker moving through this maze of admission, registration, etc., a network of college employees (one in each of the critical areas) was formed by the staff. In addition, the displaced homemaker was informed of each procedure she would encounter in the various areas. She knew what to expect and who to see if there were problems along the way. This served to lower anxiety and increase the stress tolerance level of the displaced homemaker.

### Financial Resources

In that finances are almost always a problem for the displaced homemaker, both short term and long range, financial resources needed to be developed. To satisfy immediate needs the staff researched sources of money through grants, work study and loans available within the college and local community. Linkage with the internal Financial Aid officer was also strengthened so that the staff was apprised immediately of any new monies available to students. On a long range basis research was conducted of scholarships and awards which were career specific (especially non-traditional) sex specific and those which were based on economic and minority status. Thus, the woman could receive immediate support and also begin long range financial planning. Many times this was a new experience, was confidence building and lessened anxieties regarding future educational costs.

### Day Care

Miami-Dade Community College has a pre-school center for children which accepts children three years and older. The waiting list for this excellent facility is often over a year however. Thus, a study was conducted of day care centers located in the immediate vicinity of the college. Information was collected as to

age requirements of the child, cost (whether there was a sliding scale or volunteer pay back system) and a rating as to the quality of the physical facility and care received by the child. A book was compiled of this information which is available for women with children needing care.

Non-Traditional Careers

One of the major obstacles the displaced homemaker and returning woman face when considering career options is their tendency to view non-traditional careers as unfeminine and incompatible with their self image. Often orienting this target population to the world of work is threatening in and of itself much less to have the overlay of being non-traditional. In order that this become a less threatening situation linkages were made with various student clubs/organizations on campus where women who had chosen to embark on a non-traditional path were represented. Research was conducted with various student organizations such as the Accounting and Finance Club, ASC/AIB Club (Architecture), Computer Science Association, American Chemical Society, and Phi Theta Kappa (Honor Society). Data gained included type of major activity, number of members, number of women participating, membership requirements, and statement of purpose. (See Appendix A). Brochures and leaflets describing each organization was requested. Each President and/or faculty sponsor was individually interviewed.

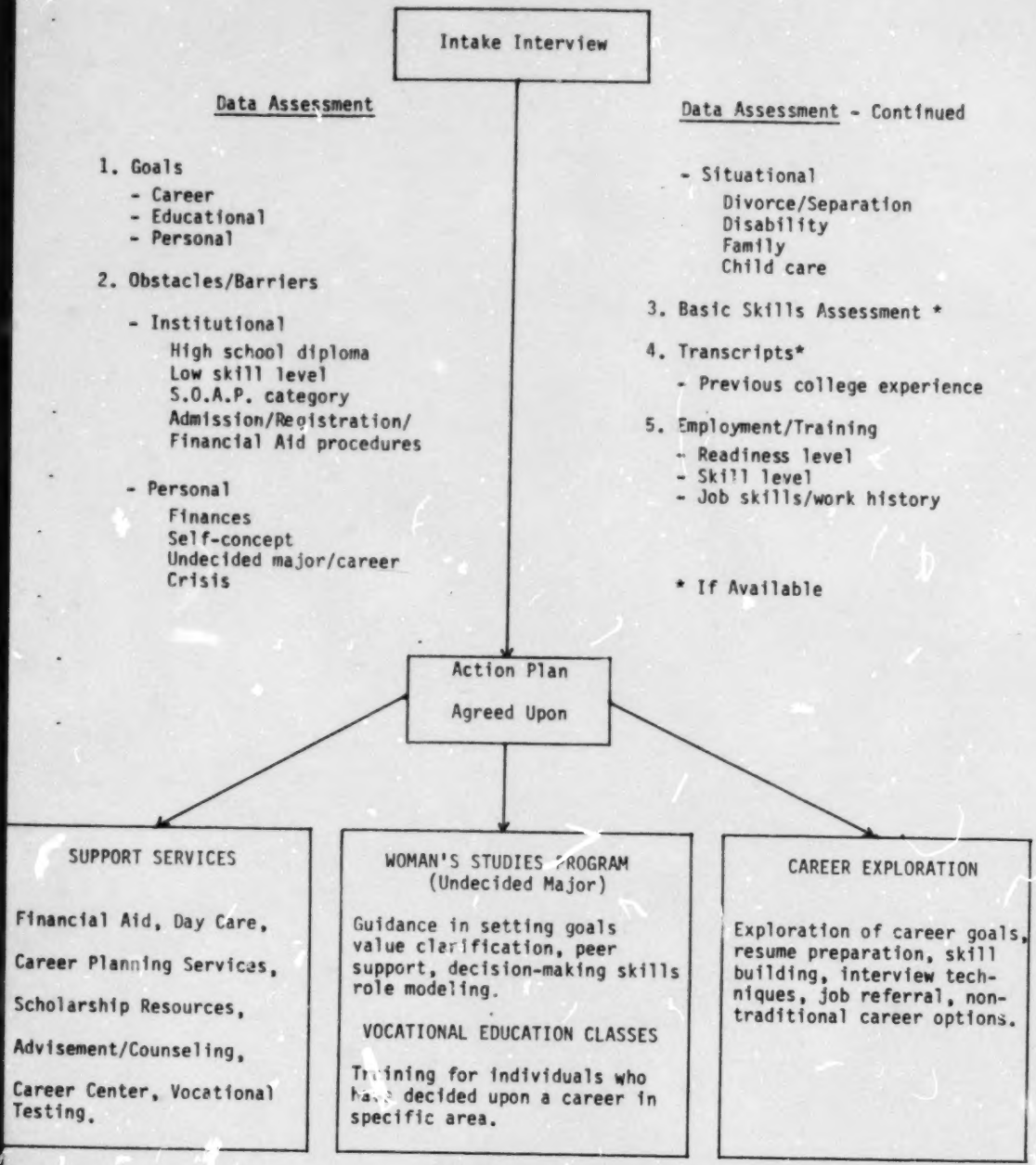
Re-entry - Employability Skills Course

In order to facilitate the transition from home to school to work, a course was designed in 1981 by the Vocational Career Services for Displaced Homemakers Project entitled "Career Transition - Job Seeking Skills". This course was offered to all returning women and displaced homemakers to augment individual career counseling and support services. Unfortunately, enrollment in the course was low and the course was cancelled.

Dissemination of Program Information

A newsletter was produced entitled "Making Change" which highlighted the services offered to displaced homemakers and re-entry women. The newsletter contained current employment information and articles illustrating peer support and women engaged in meaningful activities directed toward mutual recognition of upward mobility.

The feature story in the newsletter focused upon a woman who was hired by the Federal Aviation Administration and received on-the-job training as an electronics technician. This was a direct result of receiving services from the project. (See Appendix B).


Intake Interview
Data Assessment
1. Goals
- Career
- Educational
- Personal
2. Obstacles/Barriers
- Institutional
High school diploma
Low skill level
S.O.A.P. category
Admission/Registration/
Financial Aid procedures
- Personal
Finances
Self-concept
Undecided major/career
Crisis
Data Assessment - Continued
- Situational
Divorce/Separation
Disability
Family
Child care
3. Basic Skills Assessment *
4. Transcripts*
- Previous college experience
5. Employment/Training
- Readiness level
- Skill level
- Job skills/work history
* If Available
Action Plan
Agreed Upon
SUPPORT SERVICES
Financial Aid, Day Care,
Career Planning Services,
Scholarship Resources,
Advisement/Counseling,
Career Center, Vocational Testing.
WOMAN'S STUDIES PROGRAM
(Undecided Major)
Guidance in setting goals value clarification, peer support, decision-making skills role modeling.
VOCATIONAL EDUCATION CLASSES
Training for individuals who have decided upon a career in specific area.
CAREER EXPLORATION
Exploration of career goals, resume preparation, skill building, interview techniques, job referral, non-traditional career options.

# FINDINGS AND ANALYSIS

## FINDINGS AND ANALYSIS

### Services Delivered

Data was compiled each month reflecting the number of persons who received services from the project and the type(s) of services each received. The totals in the column entitled "Disposition of Client Services" represent the total number of times this service was performed.

N = 525

| | n | % | | |
|---|---|---|---|---|
| Black | 121 | 23 | Females | 510 |
| White | 222 | 42 | Males | 15 |
| Hispanic | 155 | 30 | Handicapped | 7 |
| Other | 27 | 5 | | |
| | | 100 | | |

Disposition of Client Services:*

| | |
|---|---|
| - Non-Traditional Career Information | 77 |
| - Career Counseling | 135 |
| - Job Referral | 61 |
| - Academic Advisement | 303 |
| - Scholarship Information | 62 |
| - Local Job Market Trends | 51 |
| - Resume Preparation | 37 |
| - Network/Linkage Referral | 134 |

* Figures reflect some multiple visits by client for the same service and multiple visits by same client for different services.

Evaluation - Woman's Studies Program

Displaced homemakers and re-entry women participating in the Woman's Studies Program, which is the training component of the project designed for the woman who is undecided as to her major, were asked to evaluate their training classes. (See Appendix C). This evaluation was designed to measure the extent to which the classes had 1) affected their self awareness and insight into future goals, 2) presented career options, 3) affected self confidence, 4) clarified values and priorities, 5) the material presented was sex fair, 6) presented positive role models, 7) avoided traditional stereotypes, and 8) explored non-traditional roles of women and men. In addition the course was evaluated in reference to the objectives being clear, the fairness of the instructor, the encouragement of the discussion of materials, and feeling of support generated by the instructor. Finally, the concept of women attending classes as a peer group and an overall rating of the services of the entire project was included. There were 465 students surveyed during the past year which are included in this report. The written evaluations were anonymous.

As a result of this training, 94.2 percent of the students indicated they had gained more self-awareness and insight into their future goals. Further, 88.2 percent indicated that the combination of courses had increased their awareness of career planning, exploration and new options available to women personally and professionally. (Questions 6 and 19)

When responding to whether or not they felt the training had increased their awareness of career options available to them, 80.5 percent of the students agreed that the training had increased their awareness. (Question 7)

An overwhelming 96.0 percent of the women stated that as a result of attending these particular classes they felt more confidence in their ability to function successfully in the classroom. (Question 8)

In terms of clarifying their values as a part of career decision making, 93.6 percent felt they had a clearer idea of the priorities in their lives. (Question 9)

In accordance with the grant guidelines, 92.1 percent of the students felt the material presented to them in their training courses was sex-fair. This is one item on the evaluation in which the wording of the question was clarified. The students felt the words "sex-fair" were stilted and did not convey a clear meaning of equity concerns.

Of the 465 students surveyed, 92.6 percent indicated that the instructors presented a variety of positive role models for women either directly through course content or through attitude and/or behavior of the instructor. This is seen as an important step in laying the foundation for the exploration of non-traditional careers as well as supporting equity concerns. (Question 11)

In addition, 93.2 percent of the students indicated that the instructor generated discussions which did not impose traditional stereotypes and assumptions as to the role expectations of women. Again, this is significant in terms of equity concerns and the re-education process of focusing upon non-traditional areas for women. (Question 12)

Ninety percent of the students felt that the instructors explored traditional sex roles and focused upon non-traditional options available to them. This is seen as extremely important in bridging the gap between traditional and non-traditional. (Question 13)

Ninety-eight percent of the women felt the objectives of the courses were clear. (Question 14)

An overwhelming number, 96.7 percent, felt the instructors were fair and impartial with them as students. (Question 15)

Almost every student, 99.3 percent, felt the instructor encouraged them to ask questions, disagree and freely express ideas. This is seen as extremely important when moving from a passive role concept to a more assertive role model. (Question 16)

Again, almost every student, 98.7 percent, felt the instructor generated support for the students and was very interested in the subject matter he/she taught. (Question 17)

Finally, results of this evaluation indicate that 91.4 percent of the women felt that the support they receive from each other by attending classes as a peer group is contributing to their learning. The remarks the students wrote in the "comments" section of the evaluation indicate that the peer support tends to lessen the anxiety of returning to the classroom. They identify with the aspirations of their classmates and their feelings of isolation begin to diminish. This facet is seen as the crucial step toward building a support network for themselves as they continue through school. (Question 18)

## FOLLOW-UP STUDY

In order to assess the results of the services provided by this project a follow-up survey was designed and mailed to our clients. (See Appendix D). Results were tabulated by assigning a number to each respondent and a code to each response. This data is compiled on Results of Follow-up Questionnaire. Following are the highlights of this survey:

### Return of Questionnaire

There were two mailings of this questionnaire to insure a good response. (See Appendix E). The first mailing was to 569 clients with only 125 returned. The second mailing included 428 clients with 115 being returned. The total response was 240 which represents a 42 percent rate of return. This is an extremely high rate of return as Miami-Dade Community College surveys generally average a ten to twelve percent response rate.

We received replies consisting of 220 women and twenty men. Of these, sixty eight percent of the women were between twenty two and fifty years of age with forty two percent being thirty six years and older.

### Status of Client

Sixty six percent of the responses consisted of women who were either single, divorced, widowed or separated. Thirty five percent of these women had dependent children living at home.

It was interesting to note that many of the divorced respondents who were known to the staff categorized themselves as single on the questionnaire. It is felt that "divorced" has a more negative connotation than "single" to this group.

Although the number of married clients who responded to the survey was higher than expected, self reports indicate that many of these are contemplating a divorce and are attempting to prepare themselves for the eventuality. This was seen as a positive sign.

### Training and Employment

Eighty-five percent of these women are currently enrolled at M-DCC and an additional nine percent are enrolled in a training program elsewhere. Sixty-three percent of the women were currently employed and 67 percent of these women were employed full-time. The most highly concentrated areas of employment were the clerical and service fields.

## Career Fields

Responses were received from clients in the following fields and majors:

- Accounting
- Architecture
- Architectural Engineering
- Art
- Aviation Administration
- Business Administration
- Business Data Processing
- Computer Science
- Court Reporting
- Dental Hygiene-Preselect
- Electroencephalographic Technology
- Electronics Technology
- Engineering-Civil
- Engineering-Electrical
- Engineering-Mechanical
- Engineering-Ocean
- Fashion Merchandising
- Health Services Administration
- Home Economics-General
- Hotel-Restaurant-Institutional Mgt.
- International Affairs
- Journalism
- Law
- Legal Assistant
- Management and Supervision
- Mathematics
- Medical Records Technology
- Non-Degree Seeking
- Nursing-ADN-Preselect
- Nursing-ADN-Transition-Preselect
- Occupational Therapy
- Pharmacy
- Physical Therapy
- Political Science
- Psychology
- Public Administration
- Radiologic Technology-Preselect
- Radio-TV Broadcasting Technology
- Secretarial-Medical
- Social Science
- Social Work
- Teaching (Elementary)
- Teaching (Secondary)
- Travel and Tourism Management
- Undecided
- Vision Care Technology-Preselect

The non-traditional fields most reported by the women were:

- Accounting
- Business Administration
- Business Data Processing
- Computer Science
- Electronics

## Status After Receiving Program Services

Since July, 1982, 58 percent of the clients reported making a career change. Additionally, 11 percent had received on-the-job training and 10 percent had been promoted. It is interesting to note that many of the respondents interpreted a change of major, anticipated graduation, entrance to the work force or even future plans to enroll in a training program as a career change. This seemed to indicate that their decision had been made even though they may have still been in the process of making the change. Also significant was the fact that 41 percent of the women who are employed full-time are making $14,000 a year or above. Also, 9 percent are receiving a salary of $24,000 or more.

RESULTS OF FOLLOW-UP QUESTIONNAIRE

JUNE, 1983

N = 240*

1. Sex:
   - Male ..... 8%
   - Female ..... 92%

2. Age:
   - 16-21 yrs. ..... 20%
   - 22-35 yrs. ..... 37%
   - 36-50 yrs. ..... 31%
   - 50 + yrs. ..... 11%
   - No Response ..... 1%

3. Marital Status:
   - Single ..... 35%
   - Divorced ..... 20%
   - Married ..... 34%
   - Widowed ..... 6%
   - Separated ..... 5%

4. Number of Dependents:
   - Dependents ..... 47%
   - No Dependents ..... 53%

5. Ethnic Background:
   - American Indian or Alaskan Native ..... 0
   - Asian or Pacific Islander ..... 2%
   - Black ..... 25%
   - White ..... 72%
   - No Response ..... 1%

6. Ethnic Heritage:
   - Hispanic ..... 26%
   - Non-Hispanic ..... 73%
   - No Response ..... 1%

7. Highest Level of Education Completed:
   - Ninth Grade ..... less than 1%
   - Tenth Grade ..... 1%
   - Eleventh Grade ..... 2%
   - Twelveth Grade (High School Diploma) ..... 51%
   - First Year of College ..... 18%
   - Second Year of College (A.S. or Equivalent) ..... 11%
   - Third Year of College ..... less than 1%
   - Fourth Year of College (B. S. or Equivalent) ..... 5%
   - Fifth Year of College ..... less than 1%
   - Sixth Year of College (M.S. or Equivalent) ..... less than 1%
   - No Response ..... 9%

Results of Follow-Up Questionnaire

8. Has taken a course in Woman's Studies Program:
   - Yes .....56%
   - No .....43%
   - No Response ..... 1%

9. Currently Enrolled at Miami-Dade Community College:
   - Yes .....85%
   - No .....15%

10. Status of Enrollment:
   - Part-time .....61%
   - Full-time .....36%
   - No Response ..... 3%

11. Enrolled in Training Program other than M-DCC:
   - Yes ..... 9%
   - No .....91%

12. Currently Employed:
   - Yes .....63%
   - No .....37%

13. Status of Employment:
   - Part-time .....33%
   - Full-time .....67%

14. Employment Position:
   - Management/Administrative .....16%
   - Sales .....10%
   - Service .....20%
   - Professional .....10%
   - Craft ..... 3%
   - Clerical .....33%
   - Technical ..... 5%
   - Other ..... 2%
   - No Response ..... 1%

15. Salary/Full-time:
   - Under $6,000 ..... 7%
   - $6,000 - $7,999 ..... 9%
   - $8,000 - $9,999 .....14%
   - $10,000 - $13,999 .....29%
   - $14,000 - $19,999 .....29%
   - $20,000 - $23,999 ..... 3%
   - $24,000 or above ..... 9%

Results of Follow-up Questionnaire

16. Salary/Part-time:
    - $3.35 - $4.00 ..... 56%
    - $4.01 - $4.75 ..... 11%
    - $4.76 - $5.30 ..... 11%
    - $5.31 - $6.00 ..... 0
    - $6.01 - $6.70 ..... 7%
    - $6.71 - $7.50 ..... 8%
    - $7.51 or above ..... 7%

17. Made a career change after July, 1982 ..... 58%

18. Taken on-the-job training after July, 1982 ..... 11%

19. Promoted after July, 1982 ..... 10%

20. Received a scholarship after July, 1982 ..... 6%

* Data for items 2 through 20 are calculated for females only.

## CONCLUSIONS AND RECOMMENDATIONS

## CONCLUSIONS AND RECOMMENDATIONS

The staff of this project, including the Director, has felt much satisfaction with the types of services which were provided to the displaced homemaker and the progress these individuals have made in pursuing their goals. There are areas, however, where needs were not met due to various circumstances which in and of themselves were external to the project.

The first hurdle the project staff confronted with this particular target group was the lack of identification of the women to the term "displaced homemaker". While this was certainly not a new observation it continues to be relevant when working with this particular group. The women did not (or did not want to) identify with the term and many viewed it to have negative connotations at first. Often more positive results are obtained by offering the service to persons "in transition". This seems to be less threatening to their self concept.

As has been pointed out in previous reports the displaced homemaker is reluctant to pursue the non-traditional career areas. Role models have been most effective in reducing this resistance. Role models offer encouragement and a more open attitude.

The course that was offered entitled "Career Transition - Job Seeking Skills" was thought to be an excellent vehicle to transmit employment skills and career information. However, the course was cancelled due to low enrollment. It is felt that part of the reason this course was not successful was the feeling of the displaced homemaker that signing up for such a course indicated she was ready to pursue employment. The staff attempted to defuse this anxiety with limited success.

Displaced homemakers need to enhance their self esteem as they begin to acclimate themselves to their new roles. They need support in developing coping skills and setting goals during this difficult transition period. Most need financial assistance while in training and many need resources to help them care for their children. After survival skills are developed information on the local job market, an orientation to the world of work and career planning can begin.

Owing to the input received from the individuals who have been served by this project and the observations of the staff it is felt that the majority of needs of this population were met by the project.

## APPENDIX

Appendix A

## STUDENT ORGANIZATIONS

TYPE OF ACTIVITY : _____

_____

_____

NUMBER OF MEMBERS: _____ NUMBER OF WOMEN PARTICIPATING: _____

MEMBERSHIP REQUIREMENTS: _____

_____

_____

WHERE DO YOU MEET?: _____ WHEN?: _____

HOW OFTEN DO YOU MEET?: _____ TIME: _____

STATEMENT OF PURPOSE: _____

_____

_____

WHEN THE CLUB WAS FORMED: _____

DO YOU HAVE LITERATURE AVAILABLE: _____

(Please attach any leaflets, pamphlets or brochures to this questionnaire ).

# MAKING CHANGE

CHANGE CENTER MIAMI-DADE COMMUNITY COLLEGE, NORTH CAMPUS VOL. NO. 1, JUNE 1983

## Who Are We?

Women are returning to education because of major life changes — divorce, new job, seeking promotion, loss of job, or loss of loved one. In the majority of cases, these life changes bring about an economic crisis in which employment or a higher-paying job becomes a necessity.

For the past three years, the CHANGE Center at Miami-Dade Community College, North Campus has provided services which enable women to attend college, remain in college, attain employment counseling, and explore non-traditional, high-paying jobs. This has been accomplished through the combined services of the two programs housed within the CHANGE Center, the Woman's Studies Program and the Non-traditional Career Service program.

The Woman's Studies Program focuses on credit classes where students emerge with most of their general education core course requirements met, a sense of career direction, and increased self-confidence. From January 1979, through May 1983, nearly twelve-hundred women received services and attended classes in this program.

The Non-traditional Career Service Program focuses on new careers with increased earning power, entry level jobs, building career ladders, and exploring jobs now open to women. Day care information and scholarship availability has been compiled to assist students when necessary.

The CHANGE Center is a catalyst in bringing together those elements necessary for women to continue their education at Miami-Dade Community College and attain their goals.

## Career Development Program For Working Women

At last, a program designed to assist working women who want to further their education, increase job skills and plan more rewarding careers.

An exciting new career development program created by Cornell University's Institute of Women and Work is being offered by Miami-Dade Community College through the CHANGE Center at the North Campus. Career Development Women's Studies is a program designed to assist women who do not have a college degree, acquire the skills, knowledge and confidence that will enable them to grow in their present jobs and to develop a plan for continued personal and career growth. Through this certificate program, the working woman can earn 18 credits which can be applied toward an Associate of Arts Degree.

Since time is a barrier for most working women, classes are held either at on-site work locations after work or at Miami-Dade Community College, North Campus on Saturdays. Location arrangements are made with individual companies. If you think your company would be interested in offering this program, please contact Jan Armstrong, Program Director, CHANGE Center, Room 1314 Scott Hall, North Campus. Phone: 685-4273.

**Carrie Meek, special assistant, vice-president's office, has long been a supporter of the CHANGE Center's efforts on behalf of women. She is pictured with Jan Armstrong, director, CHANGE Center (l.) and Charlotte Gore from the State Department of Vocational Education, Tallahassee.**

## Over 1,500 People Attend Women's History Week Celebration At North Campus

March 7-11, 1983 represented the second annual celebration of National Women's History Week across the nation and the first celebration at Miami-Dade Community College. At the North Campus, an entire week proved to be an exciting, energizing event showcasing the talents of women in art, sports, politics and drama.

Highlights of the week included the opening reception/exhibition "Women Artists of the 80's" with over 300 persons attending. This evidently was an omen for the rest of the week. There was standing room only at the presentation, "Jiggle, Jive and Jou!" by Aida Barrera noted television script writer and producer.

## "Women In Politics"

The sizzler of the week was "Women and Politics" spearheaded by Senator Carrie Meek. Commissioner Ruth Shack was the keynote speaker with panel members Charlene Carras, Marta Prado, Judge Leah Simms, and Dr. Piedad Robertson, all of whom have run for political office.

Significantly, this session in particular attracted many community leaders. Organizations represented included the League of Women Voters, Coalition of Hispanic American Women, Leadership Miami, and Commission on the Status of Women.

The Committee for Women's History Week was extremely pleased by the outstanding response and participation of the faculty, students and community to the week-long celebration.

## Profile: A Success Story- Arnetta Phillips

At 34, Arnetta Phillips came to the CHANGE Center at Miami-Dade Community College, North Campus in 1980 to register for classes. While being advised, she became aware of the Non-traditional Career Service program, a component of the Center.

At that time, she learned of the opportunities available for women in electronic technology training.

"Where else can you get trained and paid at the same time?," said Arnetta, who is now an electronics technician with the Federal Aviation Administration. "Money was definitely a factor in my decision," she said. She added, "Currently, top level electronic technicians are receiving $40,000+ with the F.A.A."

"I never took algebra in high school," said Arnetta, "because I wanted the easy way out." However, her determination and perseverance to excel led to a 92 average at the F.A.A. training site in Oklahoma City.

Recently, staff members of the CHANGE Center, Susan Lero and K. C. Jackson toured the F.A.A. main command facility in Miami with two Miami-Dade students, Kathy Poulson and Patty Puzzo; both are pursuing careers in electronics. Arnetta was there for some first-hand input.

Opportunities again will be available to women in September of 1983 when the F.A.A. Cooperative Training Program will re-open.

## Career Trends: "Hi-Tech"

. . . According to the Bureau of Labor Statistics, employment in the computer and peripheral industries should grow twice as fast as the national average over the next decade, including such jobs as computer-repair systems technicians, computer-systems analysts, computer operators, office-machine and cash register service, computer programmers.

. . . The bulk of Florida's growth in manufacturing since 965 has come in the electronics industry which sports Fortune 500 giants such as IBM and Harris and Honeywell. In 1970, there were 270 electronic manufacturing plants in Florida, employing 30,000 people. Five years later, the figures have more than doubled to 572 plants and 67,000 workers.

. . . Beginning electronic technicians without experience are starting at $7.50 to $10.50 per hour. Last year 140,000 jobs went unfilled nationwide in electronics. One-half of these jobs were created within the last year. Major corporations offer excellent opportunities for women with a two-year degree in electronics and good communication skills.

## C.W. Davis Scholarship Established

I would like to thank all of the people who donated money to fund the C. W. Davis Scholarship in memory of my father who died September 22, 1983.

This was a man who lived life and would be proud to know this scholarship was established in his name to help another person fulfill the dream of pursuing an education.

The first recipient of this scholarship was:

**PATTY JO BROWN**

Her major is Building Construction Technology.

Jan Davis Armstrong, Director
CHANGE Center

## Strategies For Success

Have you ever wanted a course designed especially for your needs - where you can work on career planning, decision-making, learning study techniques, coping with test anxiety, the ins and outs of making college a success? "Strategies For Success," a new course to be offered in the fall term is for you. This 3-credit course will consist of four sections:

I - Being Good at Being New
II - Everything You Always Wanted to Know About College But Were Afraid to Ask
III - Executive Talents and Achilles Heels
IV - Surviving and Thriving

Call the CHANGE Center and Register early - Enrollment is limited.

**Miami-Dade Community College**
**North Campus CHANGE Center**
**Scott Hall, Room 1314, 685-4273**
**11380 N.W. 27 Avenue**
**Miami, FL 33167**

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**CARRIER - PRE-SORT**

**Miami-Dade is an equal access/equal opportunity community college and does not discriminate on the basis of handicap in compliance with the Rehabilitation Act, Section 504. The collegewide coordinator for compliance is the Director of Minority Affairs and Equity Programs, 596-1214.**

Appendix C

## EVALUATION

1. Marital Status:
   - [1] Married
   - [2] Single
   - [3] Divorced
   - [4] Widowed
   - [5] Separated

2. Age:
   - [1] 16-21 years
   - [2] 22-35 years
   - [3] 36-50 years
   - [4] 51 yrs. and over

3. Is your ethnic heritage Hispanic?
   - [1] Yes
   - [2] No

4. What is your racial background?
   - [1] American Indian or Alaskan Native
   - [2] Asian or Pacific Islander
   - [3] Black
   - [4] White

5. I came to this program as a result of: (mark one only)
   - [1] Newspaper
   - [2] Radio or T. V.
   - [3] Information on campus
   - [4] Friend
   - [5] Other _____

| | Very much so | Moderately | Somewhat | Not at all |
|---|---|---|---|---|
| 6. As a result of this course I have gained more self-awareness and insight into future goals I may wish to pursue. | 4 | 3 | 2 | 1 |
| 7. As a result of attending this class I am more aware of career options available for women. | 4 | 3 | 2 | 1 |
| 8. As a result of participating in this class I feel more confidence in my ability to function successfully in the classroom. | 4 | 3 | 2 | 1 |
| 9. As a result of this course I have a clearer idea of what is important in my life (values, priorities, etc.). | 4 | 3 | 2 | 1 |
| 10. The material presented to me in this course was sex-fair. | 4 | 3 | 2 | 1 |
| 11. Instructor presented a variety of positive role models for women (directly through course content or through attitude and/or behavior of instructor). | 4 | 3 | 2 | 1 |
| 12. Instructor generated discussions which did not impose traditional stereotypes and assumptions as to the role expectations of women. | 4 | 3 | 2 | 1 |
| 13. Instructor explored traditional roles of both women and men and focused upon non-traditional and/or new options available to women. | 4 | 3 | 2 | 1 |
| 14. Objectives of this course were clear. | 4 | 3 | 2 | 1 |
| 15. Instructor was fair and impartial in dealing with students. | 4 | 3 | 2 | 1 |
| 16. Instructor encouraged students to ask questions, disagree, express ideas, etc. | 4 | 3 | 2 | 1 |
| 17. Instructor generated feeling of support for students and avid interest in subject taught. | 4 | 3 | 2 | 1 |
| 18. Attending classes with other women in a peer group contributed to my learning through the support received from the group. | 4 | 3 | 2 | 1 |
| 19. This entire program has increased my awareness of career planning, exploration, and new options available to women personally and professionally. | 4 | 3 | 2 | 1 |

20. What other workshops, seminars or courses should be offered in the program?

21. The information contained in this course which was most helpful was:

22. The information contained in this course which was least helpful was:

23. The most important aspect of this program for me was:

24. Comments:

Appendix D

## NON-TRADITIONAL CAREER SERVICE

All information is strictly confidential.

1. Since July, 1982, have you made a career change____, taken on-the-job training____, been promoted____, or received a scholarship _____?

2. What is the highest level of education presently completed? _____Degree? _____

3. Are you currently employed? Yes____ No____ Part-time____ Full-time____

4. If employed, what type of position? Sales ____ Management/Administrative ____
   Service ____ Professional ____
   Craft ____ Technical ____
   Clerical ____ Other _____

5. What is your job title? _____ Employer? _____

6. If you are employed full-time, check yearly salary: Under $6,000____;
   $6,000 to $7,999 ____; $8,000 to $9,999 ____; $10,000 to $13,999 ____;
   $14,000 to $19,999 ____; $20,000 to $23,999 ____; $24,000 or above ____.

7. If you are employed part-time, check hourly rate: $3.35 - $4.00/hr. ____;
   $4.01 - $4.75/hr. ____; $4.76 - $5.30/hr. ____; $5.31 - $6.00/hr. ____;
   $6.01 - $6.70/hr. ____; $6.71 - $7.50/hr. ____; $7.51 or above ____.

8. Are you currently (or during the past year) enrolled in a training program other than at Miami-Dade Community College? Yes ____ No ____

9. Are you currently (or during the past year) enrolled at Miami-Dade? Yes ____ No ____

10. If #9 is yes, are you attending full-time ____, part-time ____?

11. If #9 is yes, what is your major? _____
    Are you undecided? ____ Is your status non-degree seeking? ____

12. Have you ever taken courses in the Woman's Studies Program? Yes ____ No ____

13. Name: _____ _____ 14. Student Number: _____
    Last First

15. Sex: Male ____ Female ____ 16. Age: 16 - 21 yrs. ____ 36 - 50 yrs. ____
    22 - 35 yrs. ____ 51+ yrs. ____

17. Marital Status: Single ____ Divorced ____ Married ____ Widowed ____ Separated ____

18. Number of dependent children: _____ 19. Ethnic Background: Black ____ White ____
    American Indian or Alaskan Native ____
    Asian or Pacific Islander ____

20. Is your ethnic heritage Hispanic?
    Yes _____ No _____

21. Do you have any suggestions which would help us to assist women and men regarding non-traditional careers and vocational education? _____
    _____

22. Any further comments you wish to share with us? _____
    _____
    _____
    _____
    (Use reverse side for additional comments)

MIAMI-DADE COMMUNITY COLLEGE/North Campus, 11380 N.W. 27 Avenue, Miami, Florida 33167

Appendix E

June, 1983

Dear

The Non-Traditional Career Services of Miami-Dade Community College, North Campus, is in the process of conducting a follow-up survey of clients we have served/interviewed during the past year. The enclosed questionnaire is designed to gather information concerning the impact of services provided by the CHANGE Center.

Information you provide will be included in a final report we are submitting to the State of Florida Department of Vocational Education. Our aim is to present an accurate picture of the economic status of women and men, and the types of jobs and training they are seeking for upward mobility. This information is VITAL in providing new opportunities for you.

All information is strictly confidential and will be used anonymously for research purposes only. We would greatly appreciate it if you would complete the questionnaire and return it in the enclosed addressed postage-paid envelope by June 24th. We realize your time is valuable and would like to express our appreciation for your assistance. Your survey will make a difference!

We sincerely thank you for your cooperation. If we may be of assistance in the future, please feel free to contact us.

Best regards,

K C Jackson

K. C. Jackson
Career Specialist
Non-Traditional Career Services

Susan Lero

Susan Lero
Program Assistant
Non-Traditional Career Services

KCJ/SL:ad



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MIAMI-DADE COMMUNITY COLLEGE/North Campus, 11380 N.W. 27 Avenue, Miami, Florida 33167

Appendix E

June, 1983

Dear

Recently we sent a follow-up survey to clients we have served/interviewed during the past year. We realize that you may have misplaced your questionnaire or perhaps did not receive it. Because of the importance of this survey we would like you to be included along with the large number of your peers we have heard from. We feel this will make the survey more meaningful!

The enclosed questionnaire is designed to gather information concerning the impact of services provided by the CHANGE Center.

Information you provide will be included in a final report we are submitting to the State of Florida Department of Vocational Education. This information is VITAL in providing new opportunities for YOU.

All information is strictly confidential and will be used anonymously for research purposes only. We would greatly appreciate it if you would complete the questionnaire and return it in the enclosed addressed postage-paid envelope by July 15.

We sincerely thank you for your cooperation. If you have any questions regarding this survey, please feel free to contact us.

Best regards,

K. C. Jackson
Career Specialist
Non-Traditional Career Services

Susan Lero
Program Assistant
Non-Traditional Career Services

KCJ/SL/ij



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